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ABSTRACT

The Family Day Care Career Program plan of New York City provides day care for approximately 3500 children of public assistance or low income career mothers (working, in school, or in training) in the homes of teacher mothers (day care mothers). The day care homes are administered by 21 sub-centers, which provide support for teacher mothers through home visits by educational aides and day care aides. Two career development paths are available to women in the program: internal (teacher mothers may move upward to other staff positions) and outside the system (career mothers are given counseling and helped to receive training and job placement). The system provides a means for teacher mothers to earn needed money at home and to increase their feelings of self-worth. With good day care for their children available free of charge, career mothers are able to improve their lives through employment or training. Information on the program's history, organization, staff, policymaking, and use of resources is included. An appendix contains illustrative materials. (NH)

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DAY CARE PROGRAMS
REPRINT SERIES

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"I'M A NEW WOMAN NOW"

Family Day Care Career Program
New York, New York

Principal Author: Erline Willis

Field Observers: Candace Marten
Mel Moore
Mary Rowe

Case Study from Volume II-B

A STUDY IN CHILD CARE

sponsored by

The Office of Economic Opportunity

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National Center for Educational Communication

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AT A GLANCE

THE SYSTEM

21 sub-centers, most administering 40-60 day care homes

SPONSORED BY: The City of New York (local government)

ADMISSION CRITERIA: Public assistance or low-income parents; parents must work, be in training or school

TOTAL CHILDREN: 3,570 A.D.A (30% half-day, 20% infants, 51% pre-school, 29% school-age) Typical Center: 180 A.D.A.

TOTAL PAID STAFF: 1,364 (976 teacher mothers, 378 sub-center staff, 9 central administrators/full-time), 62,720 hours/week

TOTAL IN-KIND STAFF: None - hours/week

CHILDREN PER DAY HOME: Maximum 6

HOURS: M-F, 8:00 AM - 6:00 PM, 52 weeks

SPACE/HOME: Each home licensed by city for certain number of children

SYSTEM STARTED: July, 1967

TYPICAL SUB-CENTER STAFF POSITIONS: Director, Day Care Counselor, 2 Day Care Aides, 10 Educational Aides, Secretary, Bookkeeper, Custodian, Applications Counselor, Vocational Counselor, Educational Consultant, 49 Teacher Mothers

CONTACT: Director, Family Day Care Career Program
349 Broadway
New York, New York 10013

212-433-6914

SYSTEM DISTRIBUTIONS

ETHNIC: Children: 63% Black, 31% Spanish-speaking, 4% Anglo, 2% Other (mostly Italian)
Staff: principally Black and Spanish-speaking

SEX: Children: 50% girls, 50% boys; Staff: 97% women, 3% men

OVERALL ADULT/CHILD RATIO: 1 to 2.1

ADULT/CHILD CONTACT HOUR RATIO: 1 to 2.6

FAMILY STATUS: 25% complete, 75% mother only

PARENT EMPLOYMENT: 100% employed or in training

COSTS

TO PARENTS: None

TO SYSTEM: $2,287 per child/year, $0.92 per child/hour

ESTIMATED FUNDING, 1970-71:

New York Department of Social Services	$1,600,000
New York State	800,000
HUD-Model Cities	150,800
In-Kind	1,612,200
	$8,163,000

NOTABLE ELEMENTS

HUMAN RETURNS

MAKING DO

EASE OF TRANSPORTATION

RESPONSIVE AND STABLE GROWTH

CAREER DEVELOPMENT

FAMILY DAY CARE, NOVEMBER 1970

Family Day Care sub-centers are located in 21 sub-communities in eye-watering, noisy, heart-rending New York City. The people they serve are Black, Spanish-speaking (mostly Puerto Rican), White, mixed, and poor, poor, poor. Considering the savage environment, they are remarkably warm and loving people, remarkably open and friendly. They have banded together against their enemies-- the oppression of poverty, personal put-down, impersonal social ugliness, and the mind-rot afflicting women who have little or no choice beyond housework.

The average sub-center, which administers 40 to 60 day care homes, is in a slum area. It's in a storefront, church, or any other space that's usable. Sub-center buildings range from cramped, tiny corridors with a Xerox machine crowded onto a coat-rack to an enormous barn of a church. In many cases only basic office equipment is provided -- electric typewriters, secretarials desks -- and limited funds are available for educational materials. The centers operate on a shoestring budget, but the people who work there make them work.

Parents are predominantly Black and Spanish-speaking. Some of the staff were once teacher mothers, then career mothers, then moved up the rungs of center staff positions. Some staff members have become directors and others are now on the central office staff. Thus, center staffs seem to have a very special feeling for the people they serve. They understand the kinds of problems parents encounter because they have experienced the same problems first-hand.

Staff members and teacher mothers speak of the program with great pride, and offer observers a really warm welcome. As you walk in the door of the typical center you are greeted by a display of finger painting and the children's weekly work. Somewhere in the building a group is dancing to African music, and the beat of feet reaches you at the door. A small room beyond the kitchen holds a crib, a playpen, a small

table and chairs. When a teacher-mother is ill or away from home for a day, her charges are brought to the center and are accommodated here. The room has just been painted, and although the building is old and shabby, this room is bright and cheerful. Some children have painted a mural on one wall. Each improvement is the pride of a center-- often as not, improvements are the work of staff themselves. Since centers are formally sponsored by local groups-- churches, tenant's associations, block organizations, etc., who contract with the city to provide day care-- parents and staff pitch in to make them workable. In at least one case, parents even helped raise the sub-center rent money.

The four directors we met were very different people with individual styles of operation. But all of them were hard to distinguish from the rest of the staff-- everyone simply works together on the problems of making their communities better places to live. It's quite a group of people.

The homes administered by these sub-centers are as varied as the centers themselves. They range from those with drunks on dark stairs outside tiny, dim apartments to waterfront buildings with sunshine and merry shouting nearby. Some homes have a TV set, a shelf or three of books, perhaps an encyclopedia, a spotless little kitchen with a clean tablecloth. The children are quiet, well-behaved, shy, deep into a TV program, sitting with a book, or just smiling out of a playpen which sits clean of mess, clean of disorder, but also clean of toys-- there isn't enough money for toys unless the teacher mother buys them out of her own pocket.

The kids love their "foster" mothers, and foster mothers they are indeed. If the children spend part of the day in public school, they look forward to the quiet lady who slogs eight blocks to school with their lunch when it's too snowy for them to get to the day home. Affection between the children and these women seems deep and real. The teacher mothers greet visiting center day care staff with warmth and quick interest

in adult companionship; in turn, the day care staff speak of the teacher mothers with admiration.

There have been problems for both teacher mothers and career mothers, from time to time. Before the day care staff began dropping in unannounced, there were teacher mothers who left children with a baby-sitter or older child so they too could get out to work or shop. There were teacher mothers just too tired to do much for the children and others who were baffled beyond their ability to cope, by mothers who dumped their children and left, not to return until late at night.

Many career mothers work at dull jobs hours from home, returning tired and discouraged at the end of the day, unable to relate happily with their children and too tired to try. Poverty and bleak city squalor are everywhere, corroding human feeling; nowhere is that bitter corrosion more evident than in its ability to destroy the love parents might otherwise feel for their kids. The Family Day Care system doesn't have the resources or staff to combat the erosion of parental role which often occurs. Work with teacher mothers must be tactful, explicit and continuous to insure that these warm and wonderful foster homes do not undermine the real parents, partly because many day care homes offer love and stability to children who have neither in their own home lives. Although there are activities at the centers with center staff, much more work with center staff would be necessary to adjust the strong teacher mother/child ties and build support for career parents.

Children clearly benefit from entering a system likely to expose or remedy their special medical and nutritional needs. Most receive much more loving attention then was formerly available. A few have their loyalties severely strained. Probably none receive the intellectual stimulation that is desirable, and since there are no adeqaute programs for older children in sports, tutoring, drug or vocational education, younger children are really better off then school-age children.

A good many children get close contact with several older persons: the teacher mother, her older children, her friends and relatives. In some cases this becomes a very happy family extension for the children. These people are, in addition, often of a different race or culture-- which appears generally to be a happy phenomenon. (Children with a Spanish-speaking teacher mother pick up some Spanish if they wish.) But most provider homes either lack a permanent male figure in the home, or the male adults are essentially uninvolved with the child care activities of the teacher mother. Thus, the children in this system also need many more men in their lives.

For the time being, the career mothers are least involved in the system, perhaps because the system requires too little of them. Women staff members, in their sympathy for the career mother's fatigue and discouragement, require far more of themselves than of career mothers. The teacher mother is usually emotionally hooked on the system and involved with the children; she grows ever more responsible and independent. The career mother is structurally dependent on the free day care and on the teacher mother, often increasingly so. There is no obvious source of pride in parenthood and child nurturance built into the system for career mothers, and until funding becomes more stable and more realistic, the center programs which might foster career mother involvement and interest cannot occur.

Family Day Care responds to non-day care community needs on a serendipitous basis. Referrals to legal services, family planning, housing and the like occur daily. In general, though, day care and related needs already more than absorb the paid and unpaid time of the staff.

So the visitor sees, in the gaps in the program, the terrible problems of alienation and poverty that the system addresses. It is enormously to the credit of this program and everyone connected with it that these bitter problems are held at bay while children go daily,

unquestioning, to the homes of women who, yesterday, were strangers in a jungle.

As a child runs gleefully to her teacher mother, or sucks on an ice cream cone filched from a tiny food budget; as the career mother goes to her job, with a sense of relief, knowing there's a safe and warm place for her children; as the foster mother smiles her way into a day with some human purpose and adult contact, the visitor sees that this starveling program represents a major difference in the lives of the people it touches.

NOTABLE ELEMENTS

Human Returns

> One, a woman. . . had been on welfare for years and was found in the course of a door-to-door canvass. She was so discouraged and without hope that she seldom left the house. The vocational counselor referred her to MCDA for testing and apparently she tested so high that she wound up being trained and is now working as a tester and counselor. . . . Another has been accepted at the Bellevue Hospital Hematology Department where she is being trained as a technician. . . . Still another is being trained in data processing.
>
> "It has given me a new personality. I never went anywhere. I was ashamed to have anyone come into my house. When my children needed shoes or a coat, I had to go to the nearest bargain basement and pick up the leftovers that were shoddy and didn't wear. When I looked at my children, I cried. Now if my children need shoes, I get them out of the money I've earned (as a teacher mother), and I get them what I want them to have. I had no social life. I had no contact with adults; just baby talk with the kids. The program is not only a job, it's a new way of life. I am now on an adult level. I like to have people come to my house and go to meetings of the Parent Advisory Committe."
>
> A Career Mother who is going to nursing school said: "Let's not forget what it has done for the children. When I sat at home with my five kids, I was so frustrated and fed up I didn't care what happened. I knew I wasn't teaching them what they needed to know, but I was too exhausted to do any of the things I knew I should do. Now I am a new woman and you should see my little ones. They're eating properly, they can count, they know colors and letters, they sing lovely songs, I have to set the table just right for meals because they know the way it should be, and we're proud of each other."

These stories are from the minutes of a Family Day Care City-wide Parent Advisory Committee meeting included in the Appendix. They are not unusual for Family Day Care: there are literally hundreds

of them, and they are one of the most striking aspects of this system. The letters and internal correspondence of the program make clear the enormous human returns for both career and teacher mothers, the users and providers of this system. Family Day Care exploits women -- provider mothers clear between $1.50 and $3.40 a day, but chiefly for each other -- and the difference it has made for them, the difference between loneliness and vegetation on the one hand, and purposeful employment with cash returns on the other, is immeasurable.

The system has helped a great many women fulfill themselves and contribute more to society, in the face not only of poverty and the apathy it breeds, but also in the face of severe social criticism. Dozens of women who are now participating have been beaten by their men for lifting their heads to consider working outside their homes. Some of these happily provide care for the children of career mothers -- for the present, it's the only work that they or their men are willing to accept. Others have persisted in their efforts to be independent and have gone on to training and jobs outside the home. Most of the career mothers who have been freed to work have been happy to get out of the welfare system and all it implies.

Family Day Care provides focussed contact with adults in many ways. A mother who inquires about the system (most people come to FDC through word-of-mouth) has a choice of providing or using child care. She is thus at once pulled into the adult working world of planning and decisions. Her choice is sympathetically discussed and supported. The abler day care staff give mothers the same emotional support found in AA or a very successful community project, while at the same time helping them upgrade their job performance in or out of their homes. The staff, and particularly the sub-center directors, are on call all the time for emergencies, and emergencies are not few. They, in turn, call freely on the central

office technical assistants, who may often be found following up for days on one mother's problems. This set-up provides for inner-city mothers a "frontier community" organization like those of women in the early West, with comparable security and pride for participants. Each center is linked into a large network of job and social services resources, and these are used as much as possible to help those who have decided to be career mothers find their way.

Prospective teacher mothers are carefully interviewed about their interest in child care. Their homes are checked, and observers also note their relations with their own children. They receive early childhood training at city-wide and local center sessions before they begin taking children into their homes. The centers do a sensitive job of placing children in homes. The staff tries to find a teacher mother whose home is close to the child's. An effort is made to mix the ethnic backgrounds of children, and in most centers, the children are not grouped by age. One mother may have two infants, a toddler, a pre-schooler and two school-age children. In this way, children can help each other, and the teacher-mother is able to direct her attention to those who need special assistance. Good matching of teacher mothers and children is a delicate art, and one the staff tries to achieve in every case.

Center personnel support teacher mothers in many ways. Educational aides visit the homes to help with activities and discuss problems. Day care aides check on the care given and also offer support. Centers baby-sit the children when the teacher mother has medical appointments or must be out of the house for some other reason. The system provides suggested activities and some materials, although the educational component of the program is badly underfunded.

Making Do

One of the most remarkable things about Family Day Care is the fact that it keeps going at all. Its greatest accomplishment, aside from the differences it has made in the lives of its participants, is that its people continue to give the best of themselves, day in and day out, for long hours and grossly inadequate pay. But that's the kind of "frontier" operation it is.

A very inefficient financial system is made worse by a total lack -- indeed deficit -- of working capital. Teacher mothers are seriously underpaid. The educational component of the program is so underfunded that it scarcely exists. Red tape and the lack of funds mean that participants in the system don't know if they will be reimbursed for a purchase (all adminstrative expenditures are on a cash-reimbursable basis instead of a spend-your-budget system), much less "when" and "how much." Financial difficulties occur from the top down: the City of New York approves the yearly budgets months late; central office financing is absurdly low and insecure; teacher mothers still get their stipends late despite major protests; sub-center directors have an "approved" budget, but may or may not receive the authorized monies.

Responsiveness to needs is warm but poverty-stricken. The Day Care staff works overtime: directors, and the central office technical assistants especially, work 12 and 16-hour days. Staff members constantly spend from their own salaries for Family Day Care. At the top, the visitor finds unpaid overtime work and that many public relations expenses are borne by the staff; at sub-centers one finds staff contributing heavily to emergency needs with both time and money. Teacher mothers receive $90 per child per month: $75 salary and $15 for the child's food (two snacks and a hot lunch

for 75¢ daily). In practice, teacher mothers often spend about $20-25 per month per child for food and from $5-80 per child/month on other expenses -- transportation, raises in rent due to improvements, cleaning materials, laundry, and so on.

A low income mother with one FDC child who really spent only $15 a month for the child's food would be earning $3.40 per day ($75 divided by 22 days) for a day which should not exceed 10 hours but sometimes lasts for 12. The mother on public assistance earns about 85¢ an hour, although it would be possible -- in theory -- to earn as much as $2.00 an hour if five children stayed only ten hours and were actually fed on $15 per month each. Mothers often have their own children in the home, and can take only as many FDC children as they are licensed for -- no more than six children in total. They are not compensated for their own children. Add to this dismal picture the fact that the welfare payments of the teacher mother are cut because she has earned a salary.

It means a great deal to those on welfare to get away from it. In the beginning of the program, checks for teacher mothers were issued from the City of New York: they were then switched to the Department of Social Services, and now they carry the welfare stigma. Teacher mothers felt devalued and bitter when they were "turned back to welfare:" some of the self-esteem they had was lost.

Why do they keep on? Why is the system growing so fast and steadily? One answer must be that this system, inadequate as it is, has provided immeasurable gains for everyone involved. For staff, it is satisfaction in helping others. For career mothers, it is a chance to improve their lives through employment or training, a chance to get on in the world. For children, the foster homes are warm, loving places where they are fed, cared for and cared about -- for many children, the latter is, in itself, a wonderful step up. For teacher mothers, many of whom are lonely, destitute, with no contacts outside

their homes, it is a chance to care for children, to earn a little extra money, to join the real world in a respectable, purposeful way. It is a satisfying job for many who haven't the confidence, the skills, the opportunity, the health -- whatever -- to cope with the business world.

It is amazing that all those involved continue to work so hard and so long with so little hope of financial gain -- or even reimbursement. But participation in the system represents a very long step upward for both career and teacher mothers. In a trade-off between expansion and heavy improvement, most people in the system opt for expansion simply because "no system" means such a terribly bleak existence for so many parents and their children.

Ease of Transportation

The career mothers in Family Day Care -- and parents interviewed in all major child care demand surveys -- make clear the high priority they place on having their children close to home. Parents continually note both the convenience of not having to transport children and infants and the "psychic benefit" of having their children close to home. FDC mothers with children placed in the same apartment building are particularly cognizant of not having to dress toddlers against the cold or take them on subways and buses. Others have spoken of being glad to have their children "in the same community," "near home when older children return from school," "near friends."

Transportation to and from child care centers is often assumed to be a necessity in providing day care in America. This is unfortunate in light of the fact that parents of every income class consistently ask for child care close to home. Areas of high population density can succeed in establishing centers to which all children walk. The Family Day Care system suggests that "home care" can deliver close-to-home service in a much wider range of residential areas.

Responsive and Stable Growth

There are typically severe growth problems in large organizations which have doubled in size each year. Family Day Care is growing at a remarkably steady rate. Demand for child care and supply of potential teacher mothers still far exceed the capacity of the system, but the system is responding steadily. It is a particular tribute to the staff of FDC that their warmth and involvement have been so consistent. This is not to say there have been no problems. Day care is now being transferred in the Human Resources Administration to a new Agency for Children Department. This transfer has meant uncertainties and dislocations. The role of mothers in policymaking is becoming an ever more important question. The financial setup of FDC has resulted innumerable problems, uncertainties and wasted time. Relations with other agencies take continual time and care as the system grows. Nevertheless, one remarkable feature of FDC is its steady, swift responsiveness to the needs of mothers and children wishing to join the system.

Career Development

Family Day Care has two career development paths: one internal to the program, one outside the system for career mothers. All mothers who enter the program may become either provider or career mothers; many provider mothers later become career mothers. The vocational counselor (who works for the Manpower Development Agency but is housed at the sub-center) works with each career mother to see that she receives testing, training and job placement as appropriate as possible to her interests and abilities. About 4,623 FDC career mothers have been in training and/or found paid jobs since the inception of the program. Some women have finished high school and a few even junior college and specialized training. The system abounds with stories of the woman with seven children who is a top lab technician; the woman who became a Wall Street office manager, the woman whose whole extended family went back to school after she set an example.

the woman whose whole extended family went back to school after she set an example.

The system has an internal career development program which funnels staff upwards. At one of the centers we observed, there had been five promotions in the past year: a day care counselor became the director; the director became an outstanding technical assistant in the central office; a bookkeeper became a day care counselor; and two educational aides became day care aides, all, of course, with corresponding increases in pay and responsibility. Dozens of the staff have thus been promoted.

A center director we met had started as an educational aide, became a day care counselor, then director. At her center during the past year, there have been two other promotions: an educational aide became a day care aide, and a day care aide moved up to day care counselor. Another center recorded seven promotions -- and so on. The system is committed to hiring from within, giving its own people, with their specialized knowledge of their communities, a chance for more responsiblity and better pay.

BACKGROUND INFORMATION

History

The original proposal for Family Day Care was written by a New York City Department Social Services employee. The program was designed to provide employment for welfare recipients and to provide child care services for welfare mothers who wanted employment or training.

In June, 1967, the city-wide Head Start Committee was asked to approve and help launch this project, for which $3,500,000 in OEO funds was to be made available. Major start-up operations included obtaining administrative and home facilities, licenses, and recruiting clients, teachers and career mothers. The support and cooperation of crucial agencies in New York -- Human Resources Administration, Community Development and the Board of Education -- were secured during this time. Absolute priority was to be given to welfare mothers who wanted jobs or training, and where feasible, they were to be given preference in employment as day care aides and educational aides.

The program began in July, 1967, and got off to a slow start. The Interim Committee which worked through the summer of 1967 screening and selecting the first 10 centers worked with central staff to get a modification of the priority for welfare mothers which had been written into the original proposal. This was in order to expand services to hundreds of very low income families who have a comparable need for help but who haven't applied for welfare. The Human Resources Administration agreed that low income mothers might participate. This group is, therefore, not penalized for <u>not</u> being on welfare.

Since its inception, eleven more centers have been added, and in November, 1970, Family Day Care served more than 3,600 children in a thousand homes.

Communities

Family Day Care sub-centers are located all over the New York metropolitan area: on a Harlem hill, near East Harlem public housing, near the Brooklyn waterfront in the area made famous by the Mafia and Marlon Brando. Following is the list of 21 sub-centers.

Hunts Point Family Day Care
Bronx, New York

East Side House
Bronx, New York

Concerned Parents
Bronx, New York

Bronx Action Committee
Bronx, New York

Youth Village, Inc.
Bronx, New York

Haryou-Act Family Day Care
New York, New York

Community Life
New York, New York

East Harlem Tenants Council
New York, New York

University Settlement
New York, New York

Clinton Child Care
New York, New York

Church on the Hill
New York, New York

Community Development, Inc.
New York, New York

East New York Family Day Care
Brooklyn, New York

Brownsville Community Council
Brooklyn, New York

Bedford Stuyvesant Family Day Care
Brooklyn, New York

Willoughby House
Brooklyn, New York

Red Hook Family Day Care
Brooklyn, New York

Park Slope Family Day Care
Brooklyn, New York

Martin De Porres Center
Long Island, New York

Jamaica Day Nursery
Jamaica, New York

Silver Lake Lodge
Staten Island, New York

Parents

The Family Day Care system serves predominantly Black and Spanish-speaking families, the majority only mothers. Family status and ethnic composition statistics are included in the At A Glance chart at the front of this study.

The income level for a family of four cannot exceed $6,200 per year. On the average, there are three to four children in a center family.

We were not able to determine the levels of education completed for the whole Family Day Care system. However, the career mothers served by the East Harlem center were all estimated to have at least a 6th grade education, and a number had high-school diplomas.

In order to be eligible for center services, career mothers must receive public assistance or fall into the low income range. They must also be enrolled in a full-day education course or training program, or be employed.

The system's children are reported to be "normal," both mentally and physically. The centers are not equipped to handle disturbed children, but may refer families needing help to appropriate agencies.

BASIC PROGRAM

Education

There can be up to six children in each home, including the teacher mother's own children and those of career mothers. Also, there can be no more than two children under two years of age in one home. Children are usually assigned to a home near them, after interviews have disclosed that teacher mothers, career mothers and children are compatible.

In the past, the system provided mothers with a daily schedule to be followed, but this was not workable, and teacher mothers now schedule their activities in the most convenient way for themselves. Children have a great deal of free time, and spontaneous activities are encouraged. The system issues guidelines on dangerous toys and also gives lists and descriptions of activities for the children. Samples of such documents are included in the Appendix.

The child curriculum is organized around the areas of social studies, mathematics, science, art and music. Within these areas, specific materials are developed for different age groups. The quantity of materials available in each home is limited by funds available. Teacher mothers can occasionally obtain materials by requesting them from the center.

The teacher mother is the only real staff person in the home. She is assisted by an educational aide for a maximum of eight hours a week, and occasionally receives support from the center's educational consultant. Children in each home generally get lots of loving attention.

Space available for indoor child activities varies with each home; the greatest number of rooms in any one home is six. Equipment consists of regular home furnishings -- radios, TV sets (Sesame

Street is a favorite program), books, occasional blocks, puzzles, toys, games, magazines, housekeeping apparatus (children often help with meals, housework or with younger children), and so on. Materials depend to a large extent on what is available in the home. Each home is near a playground, and there is generally space for outdoor play. In addition, children sometimes join other day home children at the center for planned excursions and special events.

The atmosphere in the homes visited was friendly and cheerful. Contact between teacher mother and children was affectionate, and initiated equally by both. Younger children seem to form close attachments with older children in their groups. Group games, toys for two and sharing activities promote cooperation.

An optimum day's schedule includes toileting and washing periods; meals and naps; group games with a toy or flash cards; art periods with drawing and painting; music activity with songs, finger plays and rhythms; sometimes math study with number cards, counting games, calendars, language study with storytelling, nursery rhymes and puppetry; discussion periods covering science and social studies topics; and outside play with group games -- dodge ball, tag, and so on. In practice, TV is ubiquitous and many days are just spent quietly.

If a teacher mother is Spanish-speaking, Black and Anglo children may pick up some of this language. Spanish-speaking children are encouraged to learn the English they will need in public school. Again, child placements takes these factors into consideration.

The amount of equipment and instruction given vary from home to home; some children get more teaching than others, depending on the abilities and stamina of the mothers and the funding available for "extras."

Food

The nutrition program is maintenance oriented. As already mentioned, children get two snacks and a hot lunch (meat, potato, a vegetable, dessert) daily. The funding of $15 per child per month is inadequate, and teacher mothers spend their own money to give the children additional food.

The teacher mother determines the feeding schedule for all children. While children are to eat at scheduled times (continuity in chronically disrupted lives is seen as important), irregular eating habits will be accommodated. Usually, the mother serves the children, although in some cases older children may help with preparation or clean-up. Center personnel visit the homes to check on the overall program, including meals.

Health

There are no direct health services provided by the sub-centers. Each child in the system must have a general physical examination -- including dental, hearing and visual examinations -- each year. Centers often help arrange for these exams with local physicians and hospitals. Problems are diagnosed, and families are referred to appropriate agencies.

If a child becomes ill while in the day care home, the teacher mother calls the center, which in turn contacts the child's mother. Parents are responsible for caring for their children if they are ill.

Transportation

Career mothers are responsible for taking children to and from the day home. Most homes are near parent homes, either in the same housing project or within two or three blocks. The teacher mothers are responsible for the school-age children in their care, escorting them to school and back home for lunch and after school, and on field trips.

Social Services

The most common social problems among center families are limited self-confidence, limited employment skills and low incomes. The centers provide emotional support for mothers and job counseling to all parents in the program, but no other direct services are available for lack of funding.

Centers do a good deal of referral work. Social services in the area include health services, family planning, nutrition, a food stamp program, welfare and employment, and limited legal, housing and social work services. Most commonly used services are the general health clinics, job training programs and social work services. Follow-up is done by the centers because many agencies to which parents have been referred provide little care and poor follow-up.

Parent Education and Involvement

The centers have no funds for formal parent education programs other than the Board of Education training of teacher mothers (see Staff Training in the Organization section of this report).

Each center has a Parents Advisory Committee composed of elected community members and parents, who make suggestions but do not control. The policymaking bodies are described in the Organization section.

Community Organization

There are no community organization programs run by the system, although in some cases, parents have gotten together to start their own enterprises (see newsletter included in the Appendix).

ORGANIZATION

Policymaking

In general, Family Day Care is sponsored by the city of New York, under the Human Resources Administration, Community Development Agency. At the local level, each of the 21 sub-centers is run by a "sponsor" which has a board of directors composed of 10 to 21 residents. The local boards are in charge of implementing activities, but in practice sponsors have spent very little time on day care problems.

There are both city-wide and local policy advisory committees as well. The city-wide policy advisory board is composed of 35% teacher mothers, 35% career mothers and 30% representatives from professional, civic and social welfare organizations.

The parents' advisory committees at the local level work with the sponsoring agency (centers are formally sponsored by local groups, churches, community organizations) to elect representatives to the city-wide PAC. Local PACs are composed of community residents, teacher and career mothers, who address center and family problems arising in the center's operation. Of the 21 centers, about 15 have really active PACs, with regular monthly meetings and continuous projects. Each center has two representatives of the city-wide PAC, which meets monthly.

Planning--Both local and city-wide boards of directors are involved in planning the overall program; in practice these boards serve chiefly as communications links in the system. Most planning occurs in the FDC central office.

Budgeting--The total project budget is developed by the central office director of Family Day Care, in conjunction with local program directors and CDA personnel.

Staffing--The sponsoring agency is responsible for hiring, firing and promoting staff, based on recommendations from the local program directors.

Operations--Curriculum is determined by the local center director in conjunction with Board of Education consultants and the advice of parents. A day care counselor serves as advisor to the teacher mother, who suggests and implements daily program activities.

There appears to be relatively little conflict in the policymaking process. Staff responsibilities and the chain of command are well defined, and the total process is well coordinated and relatively efficient. Parents do not hold decision-making powers, but they are definitely involved in the process. For example, parents have had a strong influence on the content of the Board of Education training programs.

Staff Organization

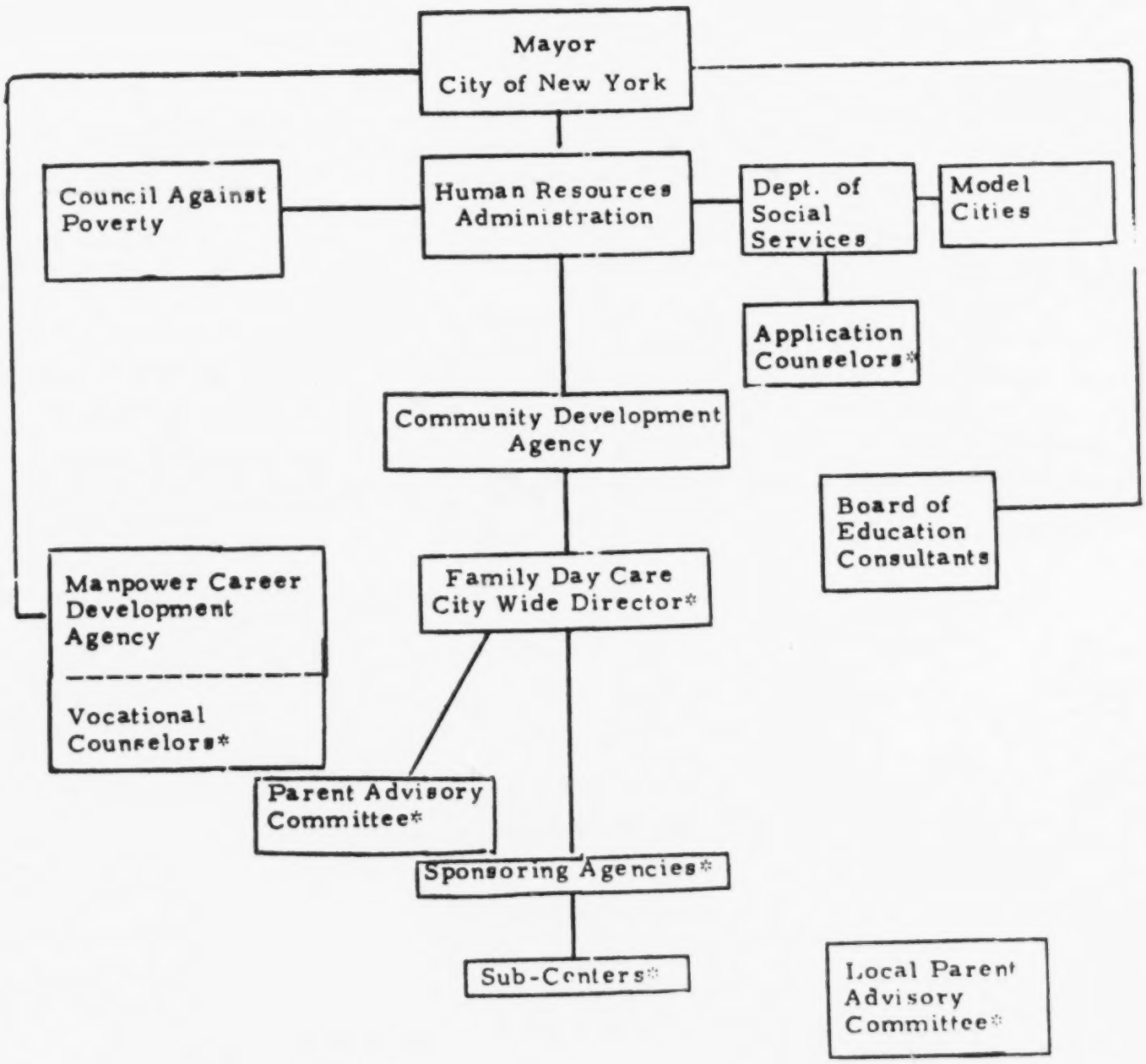
At the central office, the director is in charge of overall administration, funding, staffing and anything else necessary. Five technical assistants work directly with the sub-centers, as staff advisors. They handle problems local staff cannot solve including endless liaison and lobbying with city agencies. They offer support for day care counselors and teacher mothers. The central office also has three clerks who handle routine work for the staff. These people spend much more time than they are paid for and are a major reason this program works as smoothly as it does.

A local center staff is organized as follows:

The director is responsible for the administration and supervision of the Family Day Care program. He or she writes proposals and reports, acts as liaison between the community and the program,

FAMILY DAY CARE
ORGANIZATION CHART

CITY WIDE



* Also shown on Local Chart.

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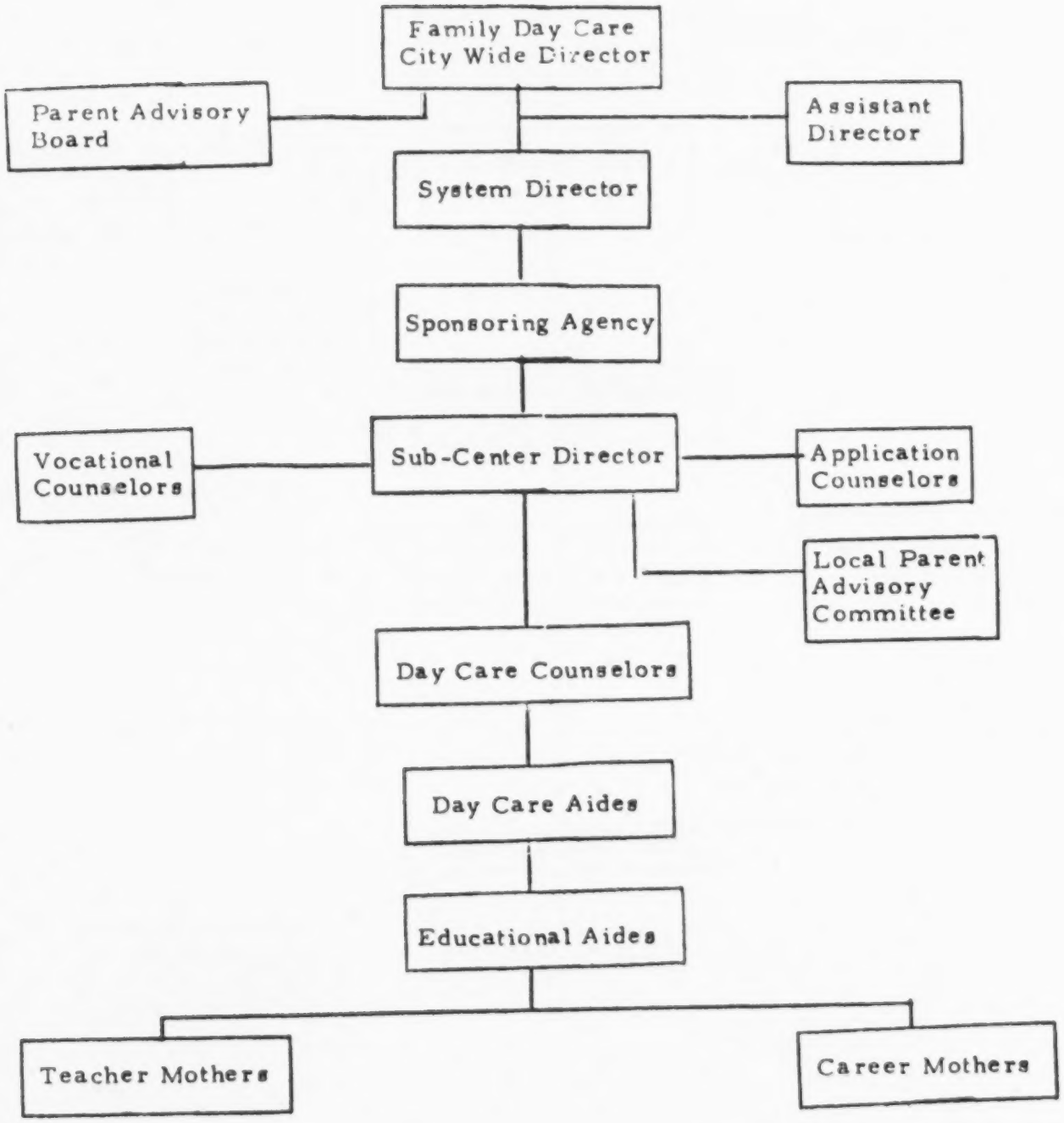
FAMILY DAY CARE
ORGANIZATION CHART

LOCAL



30

and coordinates with other governmental agencies. Directors work at least time and half, coping with emergencies and helping with the hundreds of problems of those related to the center.

The teacher mother provides full-time, social-emotional and educational care and nutrition for the children in her home.

The educational aide provides support to day care homes, relieves teacher mothers when necessary, recruits participants for the program, writes progress reports, and makes home visits.

The day care aide receives initial applications and presents the program to prospective families, makes potential client referrals to appropriate staff members, performs clerical duties, gives support to day homes in emergencies, directly supervises educational aides, and makes medical appointments for applicants.

The day care counselor is responsible for the total program in every day home. The counselor directly supervises day care aides and makes use of the community's resources to help center families.

The application counselor is assigned to each program by the Department of Social Services. His duties include: approving and licensing day care homes; consultation with career and provider mothers for placement purposes; serving as liaison with local center and the Department of Social Services.

The vocational counselor serves as liaison between the day care program and the Manpower Training Agency of the Department of Social Services. His duties include counseling, testing and placement of career mothers in job or training situations.

The staff has the training and community experience to make the program effective. The teacher mothers, although needing additional training in educational techniques, are warm and loving with the children.

Volunteers

Volunteers are used in this program, on an extensive ad hoc basis at the sub-center level. Volunteers include, for instance, medical and social work professionals working with mothers.

Staff Meetings and Records

At the city level, there is a monthly directors' meeting involving the 21 local directors and the city-wide director, to discuss policy, budget and administrative problems. Also at the city level are bi-monthly meetings for fiscal matters involving the 21 local directors.

At the local center level, the director meets weekly with the staff to discuss center business and any difficulties involving homes or children. There is also a weekly or bi-weekly training session, run by the educational consultant, for teacher mothers. Staff members meet individually with directors as needed. Administrative decisions affecting the overall program are usually conveyed through meetings and memos to each local director, and by direct contact with technical assistants.

The sub-center director evaluates her staff in writing; the sub-center staff keep careful notes on their work. These notes often include review of the progress and activities of the homes. There is no formal or systematic evaluation of the children.

Staff Development and Training

The teacher mother receives special training before and during the time children are placed in her home. This training is done by early childhood specialists from the Board of Education. They have training sessions three times a year, four days each session, seven

hours a day. (An outline of this training is included in the Appendix.) There are also weekly sessions held at the local centers. Certificates are given every six months to those who have attended thirteen sessions or more during that period. All teacher mothers must attend training at the local level. Training consists of early childhood development (more practice than theory), discipline, separation of child from mother, safety, health and other topics. For city-wide training sessions, centers provide teacher mothers with transportation and lunch money and baby-sitting.

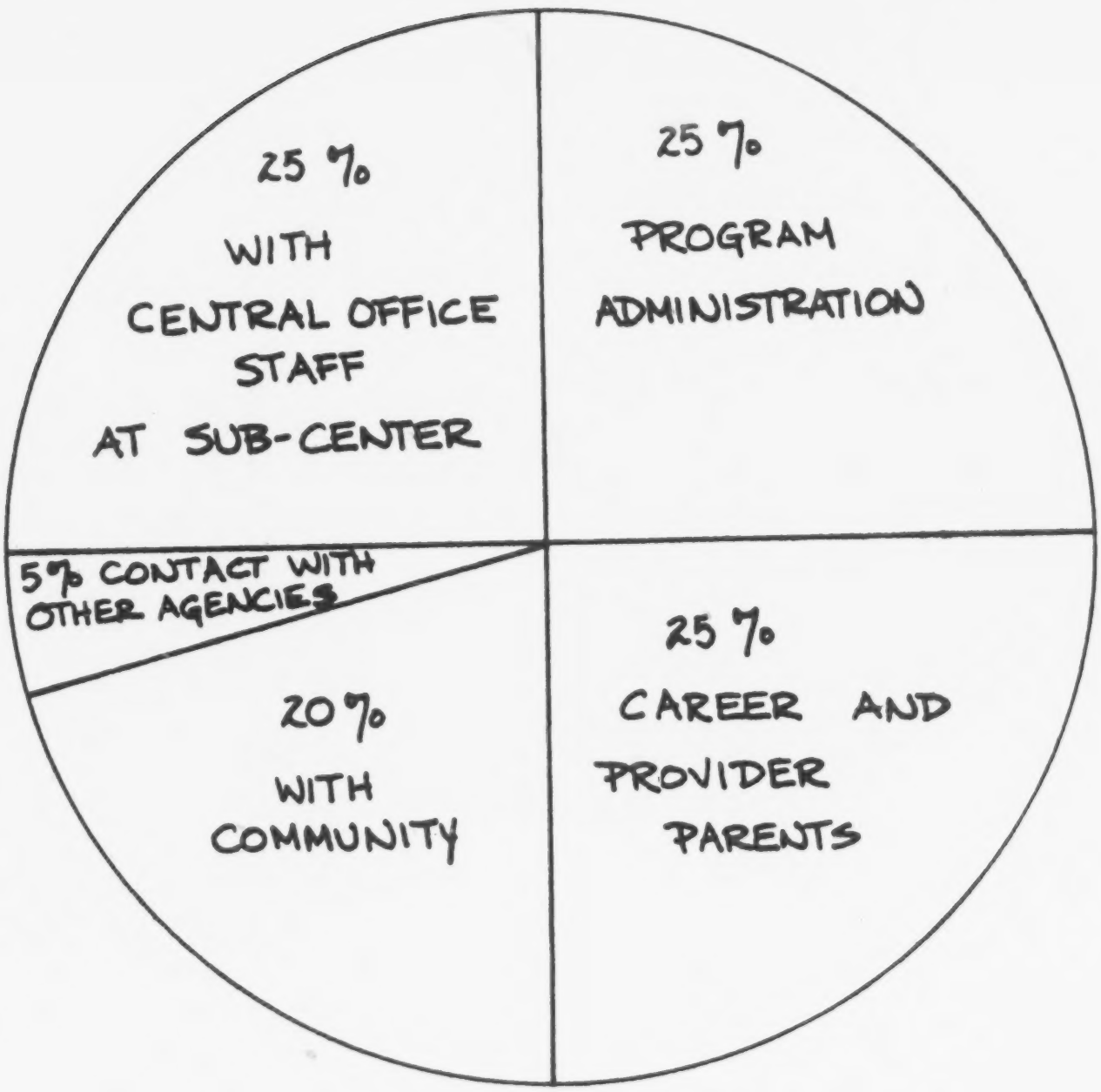
Educational aides assist the educational consultant in training teacher mothers, although observers noted that in some cases they seemed to have minimal child development training themselves. Our observers felt that both teacher mothers and educational aides could benefit from more and better training.

FAMILY DAY CARE CENTER STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week (Av. Position)	OVERALL PAID STAFF PROFILE
Total Paid Staff (1,364-1,568 full-time equiv.)	62,720	50,950	
Central Office (10-11.9 full-time equiv.)	475	N.A.	Insufficient Data for Overall Staff Profile
DIRECTOR	65		
ASSISTANT DIRECTOR	50		
TECHNICAL ASSISTANT	50		
TECHNICAL ASSISTANTS (3)	150(50)		
STENOGRAPHERS (2)	80 (40)		
TYPISTS (2)	80 (40)		
Sub-Centers (378 - 336.1 full-time equiv.)	13,445	2,150	
ADMINISTRATIVE DIRECTORS (21)	1,365 (65)		
SECRETARIES (21)	840 (40)		
BOOKKEEPERS (21)	420 (20)		
CUSTODIANS (21)	420 (20)		
DAY CARE COUNSELORS (21)	840 (40)		
DAY CARE AIDES (24)	960 (40)		
EDUCATIONAL AIDES (215)	8,600 (40)	2,150 (10)	
Home Mothers (976 - 1,220 full-time equiv.)	48,800 (50)	48,800 (50)	

*Estimated

This is the way a Local Program Director spends her time in a typical Family Day Care Sub-Center:



HOW RESOURCES ARE USED

On the next page is the functional breakdown of the way 1970 - 71 income (shown in At A Glance) will be used. The In-Kind column may include one or more of the following types of donations: materials, facilities, underpaid labor, volunteer labor, and labor paid for by another agency.

For the sake of clarity, expenditures are divided into four categories. Together, the first three make up basic child care costs:

I. STANDARD CORE

This category shows costs commonly incurred in day care operations:

A. Child Care and Teaching--personnel, curriculum and general classroom supplies.

B. Administration--personnel, equipment depreciation, office supplies, staff travel, telephone, insurance, audit.

C. Feeding--personnel, food stuffs, other food related expenses.

II. VARYING CORE

This category shows costs which can be assumed either by operators, or by parents, or by both:

D. Health--personnel, supplies, health related services.

E. Transportation--personnel, operating expenses, maintenance, insurance.

III. OCCUPANCY

Because occupancy costs vary widely, they are shown separately. Included: rental value of property, utilities, taxes, property insurance, custodial personnel and supplies.

IV. SUPPLEMENTAL SERVICES

This final category shows program enrichment elements above and beyond basic care which have significant dollar costs or revenues associated with them.

Two estimated expenditure budgets are presented on the next two pages for the Family Day Care System:

Budget I shows the estimated costs for the system without a consideration of whether teacher-mothers are being underpaid for their time and the use of their homes. From a strictly economic point of view this is an accurate representation. There is a large waiting list of mothers who are willing to work under these economic arrangements, hence no dollar value can reasonably be attached to these "donations."

However, there are three good reasons to present a second budget which does give a dollar value to these two important in-kind contributions:

1. The most compelling reason is that a women's willingness to work as a home care teacher-mother for an average of 96 cents per hour should be questioned on other grounds. A supply of cheap labor that is in some measure inexhaustible is not sufficient grounds for using that labor at "what the market will bear." This was one of the arguments against slavery.

2. From the standpoint of replication it is not absolutely clear that the supply of women willing to work under such conditions is universal, therefore, if organized home care is seen as a viable option, then it should be costed at what an operator would have to pay if he were unwilling to pay less than the minimum federal wage standards or were obliged to compensate on that basis, and might reasonably pay for the use of mother's homes.

3. The second budget more fairly represents costs that are comparable to the other 19 centers in the study.

In developing the value of underpayment and facilities in-kind costs for the second budget, $1.65/hour was taken as the realistic hourly wage for teacher-mothers, and $50 per month for use of the home facility ($13.50 per child month).

It should be clear that these considerations are not meant to reflect a negative view of the FDC management. It has no choice and is doing a great deal with very little.

Finally, to derive the costs of a typical sub-center of 170-180 children, divide the system budget by 20.

I. FAMILY DAY CARE SYSTEM ESTIMATED $ AND IN-KIND EXPENDITURES 1970-71*

(Excludes In-Kind estimate of Teacher-Mother time and facilities underpayment)

SUMMARY:	% of total	total cost	cost/child year	cost/child hour	Personnel costs make up:
Standard Core	89%	$7,270,800	$ 2,037	$ .82	82% of $'s
Varying Core	3%	218,200	61	.02	46% of In-Kind
Occupancy	3%	238,000	67	.03	75% of Total ($ + In-Kind)
Supplemental	5%	436,300	122	.05	
TOTALS	100%	$8,163,300	$ 2,287	$ .92	

*costs to nearest $100, % to 1.0

		% OF TOTAL	TOTAL	=	$ COST	+	$ IN-KIND
BASIC CARE	I. STANDARD CORE COSTS						
	A. Child Care and Teaching	39%	$3,176,400		$2,511,400		$ 665,000
	B. Administration	27%	2,190,100		1,812,000		378,000
	C. Feeding	23%	1,906,300		1,606,500		299,900
	II. VARYING CORE COSTS						
	D. Health	3%	218,200		168,600		49,600
	E. Transportation	-	-		-		-
	III. OCCUPANCY COSTS	3%	238,400		217,000		21,400
	IV. SUPPLEMENTAL SERVICE COSTS						
	F. Career Development	5%	433,600		235,300		198,300
	TOTALS	100%	$8,163,000 (100%)		$6,550,800 (80%)		$1,612,200 (20%)

II. FAMILY DAY CARE - TOTAL SYSTEM ESTIMATED $ AND IN-KIND EXPENDITURES 1970-71*

(Includes In-Kind estimate of Teacher-Mother time and facilities underpayment)

SUMMARY:	% of total	total cost	cost/child year	cost/child hour
Standard Core	86%	$8,914,900	$2,497	$ 1.00
Varying Core	2%	218,200	61	.02
Occupancy	10%	824,000	280	.11
Supplemental	4%	433,600	122	.05
TOTALS	100%	$10,390,700	$2,960	$ 1.18

Personnel costs make up:
82% of $'s
62% of In-Kind
75% of Total ($ + In-Kind)

*costs to nearest $100, % to 1.0

		% OF TOTAL	TOTAL	= $ COST	+ $ IN-KIND
BASIC CARE	I. STANDARD CORE COSTS				
	A. Child Care and Teaching	47%	$4,818,500	$2,511,400	$2,307,100
	B. Administration	21%	2,190,100	1,812,000	378,000
	C. Feeding	18%	1,906,300	1,606,500	299,900
	II. VARYING CORE COSTS				
	D. Health	2%	218,200	168,600	49,600
	E. Transportation	-	-	-	-
	III. OCCUPANCY COSTS	8%	824,000	217,000	607,000
	IV. SUPPLEMENTAL SERVICE COSTS				
	F. Career Development	4%	433,600	235,300	198,300
	TOTALS	100%	$10,390,700 (100%)	$6,550,800 (63%)	$3,839,900 (37%)

IN CONCLUSION

It seems reasonable to let parents speak about the impacts they have observed on both their children and their family lives and to let staff speak for themselves.

What career mothers like for their children:

"She has made a positive impression on our kids." "The staff comes into the home care mother's home and teaches the children. The kids are more aware of things and want to learn more." "The kids are always provided for-- good meals, under supervision at all times, in a home with a family atmosphere."

"The educational aide works with them till lunch, then they nap and play." "I like the family atmosphere. The children have gained independence, they can communicate, they have learned Spanish, they get along better."

"At the end of the day, I'm glad to see them." "She has patience with the children. The children are trained, and the home care mother is kind." "She listens more, seems more at ease. She is more willing to eat and feed herself."

"They play games, eat lunch, learn the alphabet, numbers, counting, they watch Sesame Street, take a nap, go outside to play. . . my oldest child helps the mother with her chores." "She gives discipline, and the kids enjoy going there."

"It's dependable care, and they're very thorough in their special placement. The kids must be checked over." "My kids are more disciplined, they have more patience. They like to do things together more." "He eats better, is neater, has better table manners."

What career mothers like for themselves:

"It's convenient, educationally and financially. You're sure of who you're getting because they're interviewed themselves. Also, they take young babies." "It was recommended by a friend. I got a job through the center." "It has helped me go to school and get a job."

"I'm in school all day. If there was no free home care, this wouldn't be possible." "It gives me plenty of time before work." "My income has increased 100%." "No payment is necessary, and a good babysitter is hard to find."

"It lets me go to school." "It takes my guilt feelings away about having to leave them. Now I can be involved in school and community things."

What career mothers don't like or would like to see in addition:

"Parents haven't made enough decisions about the program, but it's their own fault because they haven't participated. Reasons for this are no babysitter or the meetings are on a bad day." "I have a hard time getting her to eat dinner because she's fed so heavily during the day."

"Parents are involved a little, but meetings are hard to attend because of no babysitters. Parents could make more difference, but few attend." "The center's hours are inflexible."

What teacher mothers have to say:

"I have three girls and a boy at the moment, from 8:15 to 5:00. An educational aide comes in to help me-- to work with the children and go on trips to the park and so on." "I was a sales clerk in a department store. I became pregnant and started as a home care mother. I'd like to be a hospital worker-- a nurse's aide."

"We have activities, outdoor play, naps, arts and crafts. I could do more if I had more space, more time and more help." "The center takes care of the children if I have to go to the doctor. They help with educational aides, day care aides and supplies."

"I'm a home care mother because I wanted to be home with my own children. I was working in a factory." "We take trips with the children. I'd have to have more money to do more for them." "I go to school two days a week. An aide comes while I go. If I'm sick, someone comes. The center will help any time I need it."

"My children have grown up and I was very lonely before I became a home care mother. I love children. I don't like to be alone. I have the time to care for them, and I learn from the children."

"I never refuse to accept a child. I treat children like they are my own." "There is a time sheet which the children's mothers have to sign to verify the hours I've worked." "I teach them to speak Spanish as well as the regular activities. I'd like to do more, but I need more money and more equipment." "If an accident happened, I have the center to turn to."

"The center helps me with educational aides and day care aides and equipment, which we can now request." "I'm a home care mother because I felt I had to work, but I'm slightly incapacitated. I love children." "We go on walks and neighborhood excursions. Working in a system like this means a steady income, and it gives me a feeling for this community. Also, it's good to have your work commented on by the center people."

What center directors have to say:

"We try to support our teacher mothers through educational aides, babysitting help and social service help on any problems-- housing, legal, etc. When examining a new day care home, we look at the health of the mother and all in the household; we determine her ability to relate to children; the Bureau of Child Welfare has licensing requirements-- a fire escape, etc. Teacher mothers are trained in early childhood, nutrition, and the rules and regulations of the program. All new mothers must attend city-wide training of 5 days. They are given baby-sitting money and lunch money while in training."

"Teacher mothers now have Blue Cross and Blue Shield, same as the center staff; this will have to be altered because of cost. We evaluate the day care home by staff visits-- the day care aides and counselors observe lunches, snacks, the treatment of children-- how relaxed a child is, etc. The educational aide must fill out a form. Also, career mothers report informally from time to time; if we have not seen them for a couple of months, we write them a letter asking them to come in at a certain time."

"Placement of children is the work of the applications counselor, the vocational counselor, and the director; it's based on geographical location and the day care counselor's perception of the personalities involved. In a day home, we look for cleanliness as opposed to neatness; we see the mother in relation to her own children, and we discuss her basic personal philosophy on child raising; we look at the mother's appearance and her interest in day care-- is it money or a

feeling for children? She must also be able to be licensed relative to apartment size and number of children."

"Most of our day care homes are in public housing projects, so they meet safety requirements. Teacher mothers are trained in early childhood education for 32 hours a month and also GED training. We have had little turnover in teacher mothers-- most have stayed from the time they began. Someone from the center goes into the homes twice a week, more often if necessary. Teacher mothers often do more than regular activities; it depends on human need. We have constant, on-going evaluation of the programs in our homes."

It was the judgement of the observation team which visited Family Day Care in November of 1970 that children were being cared for in warm, family atmospheres, and while the educational component was minimal due to lack of funding and equipment, teacher mothers were providing plenty of love and attention. In addition, the program represents a real step up for both career mothers and teacher mothers in allowing them to do purposeful work and earn a salary. What the system offers to its clients are the following:

For children:	protection, nutrition, tender loving care, a home setting; medical referrals, skill teaching in self-reliance; communication; peer cooperation; community awareness; cross-cultural appreciation; some self-image enrichment; some bilingual education;
For career mothers:	chance to work; awareness of adequate care for children; job counseling; referral to social service agencies; parent advisory role; parent community social events;

For teacher mothers: chance to work at a minimal salary; companionship; very positive contact with adults and community; child care training and in-service support; some advice and support on improving their homes;

Due to severe underfunding, the Family Day Care System of New York does not approach being the perfect home care system: supervisory staff and teachers are paid very little on a per-hour basis; there is not enough money for adequate educational programs or even a minimum supply of educational materials. The FDC System has however somehow surmounted these difficulties in its creation of a warm, swiftly growing, stable and very creative "frontier" community. Its internal personnel communications are generally a model of responsible, honest human contacts at every level. The shortcomings of the system must be seen in the light of the enormous step forward FDC represents for participants: close-to-home, reliable child care, and a chance to join the world of working adults.

APPENDIX

This appendix contains illustrative materials drawn directly from the system. It includes the following:

Minutes of a city-wide Parent Advisory Committee Meeting

"The Ministry of Family Day Care:" a letter from a teacher mother

Toys on the Federal Danger List -- English and Spanish

Goals for the Children

Activity List

Sample Bi-Weekly Activity Plan

Newsletter -- Red Hook Family Day Care

Staff Evaluation Form

Home Visit Evaluation Form

Child Progress Form

In-Service Training Outline

Notes on Meeting of City-Wide Policy Advisory Board

Family Day Care-Career Project

11/18/68

Later in the meeting we were joined by several Council Against Poverty members who had been attending another meeting in the building. They expressed strong support for the program, and all agreed that a concerted effort must be made to pull together the facts and the experience of the Provider and User Mothers to demonstrate what it is that we are all concerned with protecting. The following are a few examples of the kinds of things we heard last night from the 30 Board members present (70% of the Board members and all the officers are Provider and User Mothers):

- A User Mother from Ft. Greene, who was one of the prime movers in the establishment of the restaurant which was recently opened to serve Afro-American food told us how the group worked to obtain funds with which to get started and to demonstate the level of responsibility which brought about the loan from Chase Manhattan. Plays were written and acted by the mothers, there were fashion shows, and food prepared and sold in the neighborhood -- apparently they prepared meals which were either picked up by the purchasers or delivered by them in shopping carts. The restaurant was opened on October 31st. The mothers are still working without pay but on December 1st a staff of 13, including these mothers, will be on salary.

- A User Mother from Astoria reported that she is now completing a liberal arts program and will begin practical nurses training in February. She mentioned 3 other User Mothers --

- One, a woman who had been on welfare for years and was found in the course of a door-to-door canvas. She was so discouraged and without hope that she seldom left the house. The Vocational Counselor referred her to MCDA for testing and apparently she tested so high that she wound up being trained and is now working as a tester and counselor.

- Another has been accepted at the Bellevue Hospital Hematology Department where she is being trained as a technician.

- Still another is being trained in data processing.

- Claudia Hawkins, a Provider Mother from Bedford Stuyvesant, who has been on the Board from the beginning, stressed the psychological value of the program. "It has given me a new personality. I never went anywhere. I was ashamed to have anyone come into my house. When my children needed shoes or a coat, I had to go to the nearest bargain basement and pick up the leftovers that were shoddy and didn't wear. When I looked at my children, I cried. Now if my children need shoes, I get them out of the money I've earned and I get them what I want them to have. I had no social life. I had no contact with adults; just baby talk with the kids. The program is not only a job, it's a new way of life. I am now

on an adult level. I like to have people come to my house and go to meetings of the Parents Advisory Committee." She then invited everybody to attend a fashion show that the PAC is giving Thursday night, November 21st. All the clothes were made by the mothers on the PAC and they will do the modeling. They also have a pianist and vocalist who have agreed to perform and they hired a piano for the occasion.

At the conclusion of this discussion of what the program has meant to Provider and User Mothers:

- The User Mother who is going to nursing school said: "let's not forget what it has done for the children. When I sat at home with my 5 kids, I was so frustrated and fed up I didn't care what happened. I knew I wasn't teaching them what they needed to know but I was too exhausted to do any of the things I knew I should do. Now I am a new woman and you should see my little ones. They're eating properly, they can count, they know colors and letters, they sing lovely songs, I have to set the table just right for meals because they know the way it should be, and we're proud of each other."

- One Provider Mother from Brownsville who has 8 children of her own said that she is only sorry that her 5 older ones, who are now out of the home, never had what the 3 younger ones are enjoying because she is a Provider Mother, getting help from the Education Aide and counseling for the day care children, and her own children benefit by it too.

- A Provider Mother from Ft. Greene, a very attractive, well groomed woman in her 30's said that she had been on welfare for 10 years trying to scrape out a living for her kids and occasionally doing day's work as a domestic when they needed clothes so desperately and she couldn't get it from welfare. Her house was a wreck, she never went anywhere because she had no decent clothes and the things she could buy for the house were so cheap that they didn't last at all. Now she's off welfare, her house is a place she is proud to have people come to visit, her children are out from under "the welfare" and she's her own boss.

THE MINISTRY OF FAMILY DAY CARE

(a letter from a teacher mother)

They teach me we are our brother's keeper in spite of the fact that we are to suppress our beliefs and pretend this is a hard cold Government City-wide program.

Family Day Care has one the strangest relationships between families than any other organization I've ever witnessed outside of the missionaries set up by churches.

Family Day Care in Red Hook is a Masterpiece of a great work begun for the families to feel and know each other's needs regardless of race, creed or color.

It has brought happiness and filled the empty gaps in many women's lives who are alone. It has helped them to fight off the inner warfare that they alone know. It has caused peace of mine - peace for those who once thought they'd never know. Family Day Care is a way of life for those who want to be honest and face facts, that there are young working wives who have gained dignity by being able to support their family. Yes, the women are women indeed and our Nora Newby is a woman among women. She has touched the lives of so many families as well as her staff and co-workers. Her behavior is the work of faith, the labor of love and the patience of hope. I have learned much from her inasmuch as I was supposed to have been a Christian, but like a tea bag, you never know what kind you are until you are in hot water.

As for myself, I've humbled myself and learned mountain top experience which are only to make one strong. The work is down in the valley touching lives. It is easier to follow the leader than it is to lead the followers. I've learned much from Family Day Care. I thought God never puts his children through the fire until He first makes them fire-proof. I've been through both fires; the facts are Family Day Care has been a blessing to me. I can work and receive a salary in my home taking care of lovely children and I thank God because I have never been able to work in a public place or on a job in years because of health. I am happy and have gotten certain household articles and furniture. Since I have been working as a Teacher-Mother along with my welfare check and all that I have gained and all I have seen teaches me to trust the Creator for all I have seen. I was taught my Father was rich and I being His child am to share some of these riches while living on the planet earth. I'm sorry I can't write like others, but this is what Family Day Care has done for me. Made my prayers and dreams come true. My trips to places where I have never been before -- to Canada -- I count it a blessing.

I hope I have been some good to the Family Day Care Program.

The Lord Bless All of You --

Humbly submitted,

FAMILY DAY CARE PROGRAM
COMMUNITY DEVELOPMENT, INCORPORATED
58 West 89 Street
New York, N.Y. 10024

Toys on the Federal "Danger List"

1. ETCH-A-SKETH

   Magic slate is made of glass, not plastic.
   Danger of being broken accidentally by child
   with resulting cuts and lacerations.

2. JARTS- (Dart Game) with metal tip that is capable of
   puncturing tin cans.
   Many children have suffered damage to eyes and face.

3. PARTY FAVORS: Blew out with whistle inside that dislodges
   easily. One child died when whistle stuck
   in his throat.

4. PLAY OVENS: that heat to 650 degrees! Children have been
   severely burned. Your oven at home heats
   to between 550 and 600 degrees.

These toys, if purchased, should be used only under adult supervision and with very strict safety rules.

FAMILY DAY CARE PROGRAM
COMMUNITY DEVELOPMENT, INCORPORATED
58 West 89 Street
New York, N.Y. 10024

1. ETCH-A-SKETCH

Pizarra magica confeccionada con cristal, no con plástico. Peligrosa si el niño la rompe accidentalmente ya que, los fragmentos pueden herirlo.

2. JARTS (dardos o flechas) con puntas de metal capaz de agujerear una lata.
Muchos niños han sufrido serios daños en los ojos y la cara cuando han jugado con ellos.

3. PARTY FAVORS.(Pitos y cornetas) con silbato interior capaz de desprenderse con suma facilidad. --Un niño murió cuando el silbato se le alojó en la garganta.

4. PLAY OVERS (hornos de juguete) que se calientan a temperaturas hasta de 650 grados F ! Algunos niños han recibido intensas quemaduras al usarlos.
Considere que el horno de su casa sólo se calienta entre los 550 y 600 F.

NOTA.-- Si estos juguetes son adquiridos, deben usarse sólo bajo la vigilancia de los adultos y dentro de las más estrictas medidas de seguridad.

Goals for the Children

To improve his ability to think, reason, and speak clearly.

To help his social and emotional development by encouraging self-confidence, self-expression, self-discipline, and curiosity.

To give him an opportunity to experience success.

To help him obtain varied experiences which will broaden his horizens, increase his skill in conversation and improve his understanding of the world in which he lives.

COMMUNITY LIFE CENTER, INC.
FAMILY DAY CARE - CAREER
15 Mt. Morris Park West
New York, New York 10027
Tel 427-6313 -4-5

BOBBIE R. MARBURY
Director

EDUCATIONAL AIDES GUIDE

MONDAY	TUESDAY	WEDNESDAY
AIM: To teach colors and Free expression ACTIVITY: Painting Visit to paint store - - - - MATERIALS NEEDED: - - - - EVALUATION: (1) Good response (2) Did not wish to participate. (3) Would be better for a rainy day.	AIM: To recognize numbers. ACTIVITY: Matching numbers. Make cards that can be used to match numbers. - - - - - MATERIALS NEEDED: - - - - - EVALUATION: (1) Good response (2) Did not wish to participate. (3) Would be better for a rainy day.	AIM: To practice good safety and health habits. ACTIVITY: Learn health and safety rules. Science Visit new Medical Ctr. - - - - - MATERIALS NEEDED: - - - - - EVALUATION: (1) Good response (2) Did not wish to participate. (3) Would be better for a rainy day.

THURSDAY	FRIDAY	RAINY DAYS
AIM: Music appreciation-to give children knowledge of music other than Rock and Roll Story telling. MATERIALS NEEDED: - - - - - - - EVALUATION:	AIM: Literary arts. appreciation ACTIVITY: Dramatic play Poems - Nursery Rhymes Introduce children to simple poetry and rhymes - let them make up plays MATERIALS NEEDED: - - - - - - EVALUATION:	1. Music - Records - Free play 2. Story Hour 3. Play - acting - .. 4. Sing a song - let child pick out a record and act it out singing or dancing - just what they feel like doing - Self Expression. 5. Girls-sewing class Boys - can work on making simple card games.

ACTIVITIES TO BE INCLUDED WEEKLY: Music, Weekly area trips, arts and crafts, language arts, Mathematical concepts and social living. Also SCIENCE - exploring world around us-(weather and nature study included.)

COMMUNITY LIFE CENTER INC.
FAMILY DAY CARE CAREER
15 MT. MORRIS PARK WEST
NEW YORK, NEW YORK 10027

Bobbie Marbury
Director

Christine Sheppard
Day Care Counselor

BI-WEEKLY ACTIVITY PLANS

DATE:_____

NAME:_____

FOCUS OF INTEREST:

New yoRK. City
statue OF liberity

LANGUAGE ARTS:

To explain - + Read about.
the statue + its
Purpose.

MATERIALS NEEDED
Books From.
the Library

ARTS AND CRAFTS:

To Draw pictures
OF statue,

MATERIALS NEEDED
Paper -
Pencils
Crayons.

MUSIC AND MOVEMENT:

To watch. how
it stand's in the water.

MATERIALS NEEDED

SCIENCE:

To visit inside
OF statue + see how it is Made -
+ Dirt Tearthat

MATERIALS NEEDED

TRIPS:

to Take boat Ride
To statue of liberty

MATERIALS NEEDED
Fare
+
Lunch.

CONCEPTS:

To Know + understand.
What the Statue Represents

MATERIALS NEEDED

OTHER INTERESTS:

6/70

FAMILY DAY CARE CAREER PROGRAM
402 VAN DEUSEN STREET
BROOKLYN, NEW YORK 875-7441

NEWSLETTER...

AUGUST 7, 1969

MOTHERS IN THE PROGRAM

TEACHER MOTHERS

Francis Alameda
Ethel Barr
Esther Beamon
Bertha Bell
Yolanda Castro
Melba Colon
Alice Concepcion
Milagros Cordero
Barbara Cuttl
Beatrice Crosby
Adelaida Cruz
Alfreda DeBerry
Zenaida Feliciano
Margaret Herrera
Mildred Hortenz
Mildred Fowler
Milagros Galarza
Lurlean Green
Mary Green
Beatrice Hilbert
Doris Jackson
Loretta James
Ruth Kersey
Leocadia Maruy
Isabel Linardo
Josephine Lopez
Ophelia Mays
Rosa Mercano
Gladys Molina
Dorothy Murray
Gloria McFaline
Ramona Nicholas
Rosa Nadera
Delia Ortiz
Lois Owens
Florencia Paneto
Leola Rice
Norma Rodriguez
Graciella Rossairo
Angelina Scott
Pearl Stephens
Jewel Stewart
Vidal, Ramona
Iraida Vizcarrondo
Cleola Whittington

CAREER MOTHERS

Geraldine Patterson
Benita Fowler
Eva Hayes
Julia Gonzales
Diane Emmons
Rosa Rossairo
Mariam Rodriguez
Mary Caldwell
Willie Mae Edwards
Ramona Navarez
Irene Wilder
Julia Corrales
Carmen Pumarejo
Sheila Campbell
Blance Villaneva
Roberta Francis
Catherine Purvis
Josephine Cooke
Marion Scott
Nancy Gooding
Lupe Silva
Ada Linardo
Norma Perez
Araneida Gonzales
Evelyn King
Delores Bonapart
Sonia Castro
Aida Diaz
Vincenta Rivera
Elba Rivera
Camilla Richardson
Mabel McConey
Evelyn Richardson
Emma Broughton
Amelia Diaz
Norma Torres
Audrey Green
Ilka Alers
Helen Rodriguez
Carmen Perez
Mattie Hinton
Maria Vives
Yolanda Hernandez

We would especially like to welcome the mothers who are new to the program. Mrs. Shirley Bascmore is no longer in the program. She was a good Family Day Care mother and we will miss her.

RECORDS REPORT

As of 8/1/69 we have 45 homes. We have 125 children placed. We must say things have improved, but not enough. We need at least firty more children. So, won't you help by telling your friends and neighbors. Thank you.

ANNOUNCEMENTS

NEWSLETTER CONTEST

Red Hook Family Day Care will sponsor a contest for our mothers and staff to participate in: "Name our Newsletter Contest". All contributions must be in by Oct. 15, 1969. The prize will be $5.00.

WINNERS OF ART CONTEST

1st Prize-Trip to Washington D.C. Nina Barr, age 10
Maria Corrales, age 8

2nd Prize-$5.00 James Rodriguez, age 10
Rhonda Warner, age 7

Honorable Mention-$2.00 Shirley Barr, age 12
Lillian Saunders, age 8

RADIO SHOW

On Saturday, August 2, at 10:30 p.m., on WWRL, 1600 on the dial, there was a fifteen minute broadcast about Family Day Care. Nora Newby, Day Care Counselor of Red Hook Center read a statement from Teacher-Mother, Melba Colon.

WELFARE RECIPIENTS

As you know, on July 1,1969, the welfare began their cutbacks. We want you to know that we still have our Monday night meetings at 396 Van Brunt St.,time:7:30 p.m. Please come and bring a friend. Get to know what's happening at the welfare department. We are looking forward to seeing you.

The Welfare Recipients Action Group of Red Hook

SKETCHING CLASSES

Classes will be held, one day a week for two hours, for the month of August, on Wed. from 5 to 7 p.m. for Neighborhood Youth Corps and Family Day Care-mothers. See Esmond Donawa, Neighborhood Youth Corps Enrollee. 402 Van Brunt St. 875-7441

ANNIVERSARY DINNER

On August 15, there will be an anniversary banquet for the Family Day Care mothers at Junior's Burgundy Room at 33 DeKalb Ave. at 8 p.m. All mothers have received invitations and replies are expected no later than Aug. 11.

DAY CARE MOTHER ELECTED TO OFFICE

Mrs. Sandra Bell, teacher-mother has been elected by the parents' summer group of P.S. 27 to be the president of the organization. The group plans activities for the children and parents such as trips, sewing classes and luncheons. We congratulate Mrs. Bell on her election to this office.

STAFF,MOTHERS AND CHILDRENS' BIRTHDAYS

Yolanda Reyes 8/1
Catherine Purvis 8/2
Nancy Gooding 8/27
Charlene Barr 9/12
Kenneth Basemore 8/13
Llyda Kersey 8/24
Mercioles McFaline 8/27
Angela Rice 9/1

If any birthdays have been omitted, please let us know so that we can include them in the nest newsletter.

On Wednesday, July 16,1969, Mr. and Mrs. Ernesto McFaline took their children and the Career Mother's children to Coney Island in the afternoon and stayed until about 10 p.m. They enjoyed the beach, the rides and eating out. It was great fun.

Helen Rodriguez, Educational Aide

On Thursday July 31, 1969 the following people went to see the arts, crafts and pictures of Red Hook Family Day Care , that are presently on display in the Childcraft, Inc. show window at 23rd Street and 3rd Avenue: Educational Aides, Helen Rodriguez, Catherine Purvis and Julia Porter, Teacher-Mothers, Mary Green, Ethel Barr, Gloria McFaline and Josephine Lopez, and Neighborhood Youth Corps enrollees. We traveled by bus and train . The children enjoyed seeing their own pictures and their arts and craft work on display.

Helen Rodriguez, Educational Aide

On July 30, there was a mothers' training session, a session to plan trips with the children. The purpose of the meeting was to get the mothers to contribute their own ideas on activities they would like to plan with the children. There were many suggestions for trips. There are many kinds of trips that can be taken with children . For large trips with all of Family Day Care, some of the suggestions were: Wild West, New Jersey, Palisades Park, the Botanical Gardens and the beaches. For smaller groups , for example, a group of about five mothers and children, some suggestions were the airports, aquarium, the floating hospital, baseball games, the Brooklyn MUSE and the statue of liberty. For individual mothers and their children: swimming, museums, the docks to see the boats, the penny arcade, Chinatown and the parks in Greenwich Village.

Another topic for discussion was plays and movies that children might enjoy. It was suggested that Family Day Care make up a bulletin to inform mothers of weekly shows and movies available to children. This would be posted and available to all the mothers if they want it. There were also some suggestions by mothers for possible activities after the summer. One interesting idea was a special kind of reading class for children which would also combine sewing and acting. The children could put on a play and make the costumes and scenery besides acting. If any mother has other ideas, please contact Ilka Alexis, Day Care Aide.

Ilka Alexis, Day Care Aide

TRIP TO ROCKLAND STATE PARK

On July 28,1969, our departure from Family Day Care was very late because of the rain. There were three buses. On the way there it was very hard because the farther we got the worse it rained. The children enjoyed themselves on the buses. We listened to the rock and roll program; they sang along with the music. The boys especially liked the ride; they sat on the back, and when the bus went over a bump, they would get a good bump. When we arrived it had stopped raining for a while and we had lunch. When we finished lunch the girls played jump rope and some of the boys played ball. Some went swimming and some of the children just sat around and talked, and played cards with some of the other groups that were there. Some of the mothers went on a walk and brought back some flowers to plant. It started to rain very hard then and we decided to pack up for home. As we got on the buses it stopped but we didn't stay. The weather wasn't so good, but the outing was pretty good, considering. There were also some community mothers along with Mrs. Ann Ervin of the summer program. There were fifteen mothers and there were sixty-five or seventy children. At the Day Care Center at the end of the day we passed out toys for the children and gifts for the mothers.

Fannie Andrews, Educational Aide

PEDIATRICIAN SPEAKS TO MOTHERS

At the mothers' training meeting on July 23, 1969, the guest speaker was Dr. David, a pediatrician. The topic for discussion was childhood habits and the role of the pediatrician. Dr. David spoke about what he feels to be the duties of a pediatrician. He, of course, treats diseases and sicknesses. He also prevents sickness in a child in several ways: by vaccinations, giving medical advice, studying the child's behavioral habits, and giving him tests such as TB x-rays and blood tests. The pediatrician should promote not only the physical, but the scholastic, psychological and social growth of the child. Stimulating a child's mind is important. But the mother must keep in mind her own child's potential so that she will not pressure him to achieve beyond his capabilities. Environment is important in the development of a child, as is exposure to books, outdoor activities, art, etc.

Many things can influence a parent's success with a child: the authority of control a mother has over the child, the understanding of a mother of a child's capabilities and patience with her own child's rate of development, parental self-control(spanking is not the only solution), parental self-confidence, which includes an ability to distinguish between a child's needs and a child's wants, not all of which are good for him. Moralisms should be avoided in training a child, and explanations should be emphasized. Dr. David also spoke more specifically about individual problems with eating and sleeping habits.

Ilka Alexis, Day Care Aide

BIRTHDAY PARTY

Hi there! Guess what! Mrs. Owens, our Teacher-Mother of Family Day Care gave a birthday party for Melody McConney. The party was July 6,1969. Mrs. Owens made a cake and brought ice cream, candy and pretzels for the children and also balloons. She even invited children from the community for the party. They played games like pin the tail in the donkey and pop the balloon. Then they had a dancing session and everything went wild. Here are the children who attended the party: Ivory McConney, Ronald Richardson, Sharon Richardson, Baront Richardson, Jerome Stencil and Marvin, Mrs. Owens' nephew, who is here visiting on his vacation. The party ended with Mrs. Owens giving the children surprise packages.

Fannie Andrews, Day Care Aide

A COMMENT BY A TEACHER-MOTHER

I am a Family Day Care mother and am very happy with this program. Before I became a Family Day Care mother, I was very much alone. I am now minding two girls and am very happy with their company. This summer we've been out quite a bit. I feel as if they were mine already. I enjoy watching them play. We often sit down and discuss where we are going the following day. I also feel that this Program is excellent for people - such as me- who for one reason or another cannot go out and work. It is also a blessing for mothers who now work. They can go to work peacefully knowing that their children are with good, capable and responsible persons. Working mothers are assured by the Director of the program that their children will be placed in the best of homes where they will be taught good manners and discipline.

Ramona Nicholas

COMMENTS FROM OTHER MOTHERS

I like kids. I'm on a two week vacation and I feel empty without the children that I take care of. My son gets lonely without the other children around. I bought my Family Day Care kids bikes and skates to play with. I treat them as if they were my own children. The program is good because of the interesting things I learn at the meetings, and also I like the Day Care Aides. They come and play with the kids. The money helps a lot; my husband is sick and it helps me to pay rent, food and clothing.

Alice Concepcion

I have had many children. But they are all grown up and moved away. I take care of two little girls whom I treat as I do my own grandchildren. Our house would be lonely without having little children in it. They take my mind off problems and I would like to have some more to care for. I take them wherever I go. The meetings have been good for me, especially with the doctor. I've learned about sickness in children and when I visit my own grandchildren I can pass on the advice I learned.

Manuela Castro

It's a good idea to have children kept in individual homes. That way the children can be picked up at any time. They can be kept clean and they can have their own bed to sleep in for a nap. If they were kept in a nursery, that wouldn't be possible. I like taking the children places. I love children and the extra money I get helps to pay the bills.

Elfreda Dickerson

SCHEDULE OF ACTIVITIES FOR CHILDREN IN THE CITY

Saturday, August 9

18th Annual Junior Fishing Contest for boys, girls, 6-16. 8 a.m. to 8 p.m., Prospect Park Lake, Brooklyn.

Real Dutch Street Organ Concert at Central Park Zoo, E. 62nd St. Entrance, 12 to 5 p.m.

"Cinderella" by Off-Center Theater in Central Park, Cedar Hill, E. 72nd St. Entrance at 1:00 and 2:30 p.m.

Punch and Judy Show by Punchinello Puppet Theater, Central Park Children's Zoo at E. 67th St. at 1 and 3 p.m.

Monday, August 11

18th Annual Junior Fishing Contest for Boys, girls, 6 to 16. 8 a.m. to 8 p.m. Prospect Park Lake, Brooklyn.

Gallery Talk for 8 to 11 year olds on Paintings of Western Europe" Metropolitan JUnior Museum at 11 a.m.

Pre-school Program at Brooklyn Library, Pacific Reading Center, Fourth Ave. and Pacific Street, 11 a.m.

Planetarium Show for all ages at MUSE(Brooklyn Children's Museum) 1530 Bedford Ave. at 12:30 p.m.

Film: " Venice-Theme and Variations for 6 to 11 year olds at Metropolitan Junior Museum at 1:30 p.m.

Children's Happenings...movies, games, arts, crafts for 5 to 11 year olds at Crown Heights Library, New York Ave. and Maple Street, Brooklyn, at 1:30 p.m.

Children's Films: "A Very Special Day", "Daybreak Express", Inwood Library 4790 Broadway at 3 p.m.

Tuesday, August 12

Films: "animals in Summer", "Animals and their Foods", "Prairie World of the Kit Fox", "Animals Unlimited", Museum of Natural History at 10:30 p.m.

RFK Children's Theater in Toby Tyler at the Circus" blake Ave, between Williams and Hinsdale, Brooklyn, 11 a.m. to 1:30 p.m.

Children's Film: the Red Balloon" Tompkins Square Library East Village, 11 a.m.

Story Telling by N.Y. Children's Librarian at Adventure Playground, Central Park W. and 67th St. at 11 a.m.

Films: "New England Sea Community", Whaler out of New B edford", Metropolitan Junior Museum at 1:30 p.m.

Films: Mystery of Stonehenge", African Village", "Boiled Egg", Hamilton Fish Park' Library, 415 E. Houston St. at 2:30 p.m.

Folk Dancing at Carl Schurz Park, Yorkville, for children, 6:30 p.m.

Wednesday, August 13

Story-Telling by N.Y. Children's Librarian at Hans Christian Anderson Story Telling Center, Central Park, 72nd St. and 5th Ave. at 11 a.m....Jacob Riis Houses Playground at 11 a.m.

RFK Children's Theater in Toby Tyler at the Circus" at Canarsie Beach Park, at 11 a.m. and 1:30 p.m.

Gallery Talk for 8- 11 year olds on "Archeology-Exploring the Past", Metropolitan Junior Museum at 11 a.m.

Films: "Marcus Garvey" at 125th St. library, 224 E. 125th St. at 7:30 p.m.

"Twelfth Night" by N.Y. Shakespeare Festival at Delacorte Theater, Central Park at 8 p.m.

Thursday August 14

Films: Nanook of the North Museum of Natural History at 10:30 p.m.

RFK Children's Theater in "Toby Tyler at the Circus" at Tompkins Park, Bedford Stuyvesant at 11 a.m. and 1:30 p.m.

Gallery Talk for 8-11 year olds on "How to Look at Sculpture", Metropolitan Junior Museum, 1:30 p.m.

Films: "Clay", "Sculpture" for 8-11 year olds at the Metropolitan Junior Museum at 11 a.m.

Folk Dancing in Washington Square Park at 8 p.m. for children

Friday August 15

18th Annual Junior Fishing Contest for boys and girls, 6 to 16, 8 a.m. to 8 p.m., Prospect Park Lake, Brooklyn

Punch and Judy Show, Central Park, Central Park, 5th Ave. and E. 67th St. 1 p.m and 3 p.m.

First Annual MUSE Street Festival with theater, dance, music group performances: plus actual workshops; even refreshments in front of MUSE(Brooklyn Children's Museum) 1530 Bedford Ave. at 1 p.m. to 8 p.m.

Saturday August 17

18th Annual Junior Fishing Contest for boys, girls, 6 to 16, 8 a.m. to 8 p.m. Prospect Park Lake, Brooklyn

Authentic Dutch Street Organ Concert at Central Park Zoo (e. 62nd St.)...12 to 5 p.m.

"Noah and the Ark" by Off-Center Street Theater; Central Park, Cedar Hill, E. 72nd St. 1 p.m. and 2:30 p.m.

"Take One Step" a play for kids by N.Y. Shakespeare Festival Mobile Park, Queens, at 2:30

City Street Theater- at Coffey Park, Red Hook at 8:30 p.m.

FAMILY DAY CARE CAREER PROGRAM

Employee Evaluation Form

Name_____

Job Title_____

Length of Service_____

Evaluation for period from_____to_____

Last Grade Completed_____

Directions:

1. Use the code listed below, and place on the line the number which best indicates rating.

Code:

__1__ Unsatisfactory

__2__ Fair

__3__ Satisfactory

__4__ Very Good

__5__ Excellent

2. If more space is required when writing comments, additional sheets may be stapled to this form.

WORK QUALITY:

_____ Accuracy of written reports

_____ Neatness

_____ Knowledge of work

_____ Learning speed

_____ Application of instruction to work

_____ Attitude toward directions or instructions

_____ Participation in community activities

_____ Recognition of community based problems

For Supervisors only:

_____ General handling of subordinate staff

_____ Skill in development of employee morale

_____ Skill in preventing and/or handling employee problems

WORK HABITS:

_____ Regular attendance

_____ Punctuality

_____ Use and application of time

_____ Care of property

_____ Effect of habits on the work of others

_____ General appearance

COMMENTS:

Work Quality_____

_____

_____

Work Quantity_____

_____

_____

Work Habits_____

_____

_____

Over-all Job Performance and/or General Comments:

_____

_____

_____

_____

_____

_____

_____

_____

_____ Judgement

_____ Ability to work under pressure

_____ Amount of supervision and follow-up required

For supervisors only (Day Care Counselor, Day Care Aides)

_____ Skill in planning work

_____ Skill in guiding and directing

_____ Skill in judging and rating subordinates

_____ Organizational ability

_____ Proficiency in training and leadership

WORK QUANTITY:

_____ Amount of work produced in terms of the particular job

_____ Effect of the employee on the general flow of work

_____ Skill in handling special assignments

For supervisors only:

_____ Skill in getting work out.

WORK ATTITUDES:

_____ Cooperation

_____ Relationship to other employees including Day Care Mothers and children.

_____ Dependability and loyalty

_____ Adaptability and alertness

_____ Initiative and enthusiasm

Attendance and Punctuality

Month	Late	Sick
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

* * * * * *

Length of Service on Date of Rating: years___Months___

Has employee been up-graded during employment? ___

If so, what position was held formerly? _____

What position is held now? _____

Certification by Rater:

_____ Place a check ( ) on the line provided

I hereby certify that this report constitutes my best judgement of the service value of this employee, and is based on my personal observation and knowledge of his/her work.

_____
(Signature of Director)

_____
(Date)

Certification by Employee:

_____ I hereby acknowledge that I have personally reviewed this report.

_____
(Signature of Employee)

_____
(Date)

_____ I would like to discuss this report with the Technical Assistant of Central Family Day Care Career Program, or with the Divisional Supervisor of this sponsoring agency. I will submit an auxiliary report of the subject to be discussed.

_____
(Signature of Employee)

_____
(Date)

FAMILY DAY CARE

WEEKLY RECORDING FORM FOR HOME VISITS

NAME _____

DATE _____

NAME _____

TIME ARRIVED _____

Who was in the home when you arrived?

(name)	(age)
_____	_____
_____	_____
_____	_____
_____	_____

Describe condition of home.

Describe conditon of children, (appearance,health,dress)

State problem Day Care Mother initiated. (questions she asked you).

Comments about mealtimes.

Comments about nap time.

Activities (What you did with the children?)

General Comments.

CHILD PROGRESS FORM

NAME OF PERSON FILLING OUT FORM_____

POSITION, (e.g. home helper, day care mother)_____

CENTER_____

(Fill out the following form for EACH Child in the home)

NAME_____Date_____Age_____

Does the child do any of the following:

Yes	No	Sometimes	
			1. Likes to be held
			2. Is comfortable with adults
			3. Needs reassurance (encouragement)
			4. Wants to be alone
			5. Needs a favorite toy
			6. Sucks thumb or fingers
			7. Rocks or swings
			8. Cries
			9. Cries when angry
			10. Cries when sad
			11. Has a good appetite
			12. Has good eating habits
			13. Rests easily or sleeps
			14. Hits
			15. Kicks
			16. Bites

Yes	No	Sometimes	
			17. Spits
			18. Scratches
			19. Throws things
			20. Breaks things
			21. Pulls hair
			22. Sulks or pouts
			23. Day Dreams
			24. Likes to talk
			25. Adjusts to various situations
			26. Lets off steam
			27. Does child listen
			28. Enjoys trying a new game
			29. Stands up for his rights
			30. Waits his turn
			31. Plays well by himself
			32. Shares toys
			33. Finishes an activity
			34. Seems to enjoy himself - is happy
			35. Is a healthy child
			36. Enjoys books
			37. Enjoys records
			38. Watches TV

OTHER HABITS: _____

(Social Development)

Yes	No		
		1.	Knows official first and last name
		2.	Knows home address
		3.	Knows age in years
		4.	Knoes names of adults in home
		5.	Knows and uses names of adults and children in day care home
		6.	Identifies self as boy or girl
		7.	Attends day care home regularly
		8.	Makes friends in D.C. home
		9.	Uses forms of polite usage, eg., please-thank you
		10.	Follows daily routines
		11.	Speaks freely to other children and familiar adults in home

I (Intellectual Development)

		1.	Recognizes and names objects in day care home
		2.	Names and groups thingsthat go together (foods, clothing, etc.)
		3.	Sees likenesses and differences in shapes, sizes and colors.
		4.	Has developed certain concepts; e.g., up-down
		5.	Identifies sounds: (clapping, voices)
		6.	Listens and responds to music
		7.	Enjoys stories, picture books, games
		8.	Consistenaly holds picture book right side
		9.	Uses equipment and materials well
		10.	Likes to draw, paint, paste
		11.	Speaks in sentences
		12.	Relates ideas in logical sequence retells stories
		13.	Shows ability to pay attention
		14.	Tells own experiences
		15.	Memorizes and sings simple songs can describe objects
		16.	Speaks clearly
		17.	Asks questions
		18.	Builds things

(Physical Development)

Yes	No		
		1.	Is toilet - trained
		2.	Handles materials with ease; e.g. scissors, manipulative toys
		3.	Uses two feet alternately in going up and down stairs.
		4.	Ties shoes and fastens clothes
		5.	Feeds self
		6.	Has good posture

(Health & Safety Habits)

		1.	Knows correct way to cross streets
		2.	Knows what to do if lost
		3.	Recognizes community helpers; e.g., policeman, fireman
		4.	Tries new foods

How many days a month is the child home ill_____?

FAMILY DAY CARE CAREER PROGRAM
100 Church Street
New York, New York 10007

In-Service Training

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I General Introduction to Family Day Care Program
- A. Philosophy of Family Day Care and Head Start
- B. Role of Family Day Care mother
- C. Roles and relations of workers in center
- D. Implementation of education (role of educational consultants)

II Health and Safety
- A. Safety standards within day care home and/or trips
- B. Procedure in reporting accidents and illnesses
- C. General Health
  1. recognizing sickness
  2. proper clothing
  3. nutrition

III Planning a Well-rounded (Head Start) Day in Home
  1. rest
  2. recreation
  3. education

IV Trips

V Arts and Crafts-Skill Sessions
Junk Art-Use of Materials Found in Home

VI Music
- A. Phonographs and records
- B. Song sheets
- C. Musical games
- D. Finger play and rhythms

VII Language Arts
- A. Story telling
  1. techniques used in reading and telling stories
- B. Dramatizing Stories
  1. puppetry
  2. role playing
- C. Nursery rhymes
- D. Arrange visit to library for aides and provider mothers to familiarize them ~~about~~ with story telling hour-bookmobile

VIII Math
- A. Number concepts through 5
  1. games
  2. finger play
  3. number cards
  4. calendar

B. Shapes
C. Measuring
D. 1 to 1 matching
E. Sets

IX Science-Awareness of Environment
A. Nature
1. change of season
2. weather elements
B. Cooking experiences
C. Senses
D. Living things

X Skills Workshop-Introduction and Use of Educational Toys

Curriculum for Teaching Program

1. Goals for children

2. Program for children

3. Characteristics of children 1-5 years of age

4. Room arrangement

5. Supplies

6. Specific curriculum areas
    a. Social Studies
    b. Art
    c. Music
    d. Math
    e. Science

7. The public school
    a. it's curriculum
    b. personnel

8. The community

Social Studies Topics

The Family
The Home
Community Helpers
School
The Neighborhood
Transportation
Seasons
Holidays

Science Topics

Weather
Wheels
Body
Sound
Pets
Magnets
Water
Seeds and Plants

Math Topics

Number Names
One to One Correspondence
Counting
Geometric Shapes
Contents of Capacity

Art

Drawing
Painting
Working with Paper
Construction with other Materials

Music

Songs
Fingerplays
Rhythms

Literature